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ABSTRACT

McLennan Community College is presently involved in a three-phase project designed to develop and implement a coordinated program of supportive services that will enable physically and sensorially limited adults to pursue occupationally oriented training-educational programs. This report of Phase I (January-June 1975) presents the following: (1) descriptions of exemplary programs of individualized supportive services for the physically and sensorially handicapped at five community colleges; (2) the results of a survey sent to 120 post-secondary institutions in Texas to gain an overview of the number of handicapped students enrolled in those institutions and the kinds of supportive services provided for them; (3) a list of the supportive services available from local agencies; (4) a discussion of viable procedures to be followed in identifying and recruiting potential students; (5) a consideration of the psychological and physical/architectural barriers on campus; and (6) descriptions of the kinds of supportive services needed. A bibliography and a list of procedures and policies for architects and building owners are appended. (DC)

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PHASE I

THE DEVELOPMENT OF INDIVIDUALIZED SUPPORTIVE SERVICES FOR PHYSICALLY AND SENSORIALLY LIMITED ADULTS AT A POST-SECONDARY AREA VOCATIONAL SCHOOL

DEVELOPED THROUGH THE COOPERATIVE EFFORTS OF

THE DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT
DEPARTMENT OF OCCUPATIONAL AND TECHNICAL EDUCATION
TEXAS EDUCATION AGENCY

AND

MCLENNAN COMMUNITY COLLEGE
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VICE-PRESIDENT, PROGRAM DEVELOPMENT

JC 760 078

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INTRODUCTION

The general overall objective of this total project (January 5, 1975-June 30, 1977) is to develop and implement a coordinated program of supportive services that will enable physically limited adults to receive the individualized assistance requisite to explore and successfully pursue occupationally oriented training/educational programs so that they may become productive, socially adjusted and relatively independent citizens in our society.

This report encompasses Phase I (January 5, 1975-June 30, 1975) of the total project in which the activities centered upon the types and scope of individualized services that would be needed; the availability and cost of these services; the identification and assessment of the adults in need of the services; and the identification of the physical and psychological barriers extant at McLennan Community College that inhibit the enrollment and success of physically and sensorially limited students.

Phase II (July 1, 1975-June 30, 1976) will be devoted to the development and implementation of the identified requisite program of individualized support services.

Phase III (July 1, 1976-June 30, 1977) will be used to refine the development and implementation of individualized supportive services pointing toward a self-sustaining program at the end of the project period by coordinating local, State, federal and College resources. The experience, information and materials developed will be shared with other area vocational schools and interested parties. The sharing of the services developed in the project will be explored with other educational agencies in this geographic area.

PHASE I

I. Identification and Visitation of Supportive Services Programs

One of the project activities was the identification and visitation of exemplary programs of individualized supportive services within the continental United States and within Texas.

The Texas Education Agency, the Texas Rehabilitation Commission, the American Association of Community and Junior Colleges, and various offices of the U. S. Department of Health, Education and Welfare were asked to identify existing and well-developed programs.

The general tenor of the responses was that supportive services for the deaf and visually-impaired were fairly well known and identifiable as to location. Contrariwise, little was known as to the availability and location of well-developed programs of individualized supportive services for the physically limited student. It was learned that the Bureau of Education for the Handicapped (Division of Innovation and Development, Research Projects Branch) of the Office of Education, HEW, is currently funding a project designed to collect this type of information. This project is directed by Mr. John Doucette, ABT Associates, Cambridge, Massachusetts.

Letters were written to or telephone contact was made with all of the colleges suggested as having individualized supportive services programs. Two out-of-state programs were identified and visited, and each two-year college identified in Texas as having an identifiable supportive services program for physically handicapped students was also visited.

A. Community College of Denver, Denver, Colorado

The Dean of Student Services and the Project Director visited Denver Community College Center for the Physically Disadvantaged on April 11, 1975.

When Denver Community College first began in 1967, a rehabilitation counselor contacted the college on the first day of registration, desiring to enroll 11 profoundly deaf students in the school; so the program began as a deaf program and remained so until 1972, when it was expanded to include all handicapped. The current enrollment of handicapped students is 370 on 3 campuses. Original funding was provided by the Rehabilitation Department, Health, Education and Welfare and by soliciting donations. At one point when the program was threatened, the student body donated $10,000. During its 1974 session, the state legislature voted to provide $250,000 yearly for autonomous funding for the program. The program is under the direct administration of the President of the College and has an advisory committee that was instrumental in obtaining permanent funding through state legislation.

The staff includes one Program Director, a counselor for the blind and deaf, a counselor for the other handicapped, a supportive services coordinator, a health specialist, two tutorial specialists, a vocational technical evaluator, five interpreters, a schedules coordinator, various student assistants and several secretaries. The staff rotates between campuses with a coordinator on each campus.

Supportive services include vocational testing and evaluation, tutorial, personal aides, transportation, health care, readers, pre-registration, interpreters, notetakers, special counseling, special

parking, personal adjustment counseling, liaison with faculty, job placement, mobility aides, a wheelchair basketball team and special classes for the deaf in language development.

When a problem occurs with a faculty member, the instructor is invited to discuss it with the Program Director. If a solution is not found, a meeting is attended by the instructor, the Program Director, the student, the student's counselor and any other relevant personnel. If a solution still isn't found and the instructor remains adamant, the student is transferred to another class. It was indicated this seldom happens.

The tutorial area is equipped with the latest media and learning equipment. A light flashes when the bell rings on the typewriter for the deaf. A talking board is provided those students who lack speech, and tutoring is done on an individual basis. Tutors are students at the Denver Community College.

The entire program is well organized, sophisticated and comprehensive; and the hard work that has gone into it is apparent.

B. East Central State College, Ada, Oklahoma

The Dean of Student Services, Dean of Technical Education, Director of Counseling Services, Director of the Social Science Division, all of McLennan Community College, and the Project Director visited East Central State University on April 1, 1975.

The Director of Human Resources served as the host. The University had become interested in alleviating architectural barriers on campus,

as the school was built in 1910, and many of the buildings have multiple steps and stairs. In 1971 a grant of $80,000 was received from HEW for this purpose.

In order to make the campus accessible to the handicapped, many modifications were necessary. Elevators have been installed in every multi-story building, ramps in strategic locations (including one which de-ices during winter months) and numerous curb ramps have been built. Housing has been made accessible in men's and women's dormitories with modifications where necessary.

Initially, three handicapped students were selected, one in a wheelchair and two blind. (The young man in a wheelchair is currently a special services counselor at the school.) No supportive services were provided for the initial students. There are currently over 200 handicapped students on campus in all categories. Some supportive services are provided on campus by the Special Services Department. Services included tutorial, attendant referrals and pre-registration. Supportive services do not seem to be well organized. The main emphasis of the program is the modification of the physical plant.

A few deaf students were enrolled, and it was felt they were not very successful. No special services were provided the deaf except interpreters. A remedial English class for the deaf is being planned for next year. One staff member has developed special techniques for teaching physics to the blind.

The day ended with a discussion concerning problems of the faculty with handicapped students in their classrooms. This problem had not

been investigated.

C. Northeast Campus, Tarrant County Junior College District, Ft. Worth, Texas

The Project Director and an assistant visited the SCOOP Program from 9:30 a.m.-5 p.m. on Tuesday, March 18, 1975.

During the 1971 spring semester a deaf student, who was a client of the Texas Rehabilitation Commission (TRC), was unable to retain his on-campus interpreter due to a lack of funds by TRC. The Dean of Student Services was able to secure funds for the student's interpreter for the remainder of the semester and wrote a proposal to the Texas Education Agency for interpreter service funds for the next year. The proposal was approved and several deaf students attended the school the following year. Mrs. Joan Fernandes became the SCOOP Director in 1973. The program was expanded, and TRC is the present funding agency.

SCOOP has 71 students in the program. Included are hearing impaired, wheelchair students, blind, and many others with various physical disabilities.

Regular staff members are:

SCOOP Director	2 part-time Placement, Recruitment Assts.
Secretary	Media Attendant
Schedules Assistant	3 Interpreters
Teacher Aide	2 Work Study Assistants
Chauffer	Several volunteers

A slide presentation was shown about the SCOOP program, as well as photographs taken of students and newspaper articles about the Handicapped Awareness Day held on campus.

The various roles and duties of the staff members and some of the problems they have encountered were discussed. Most of the problems were minor, like the difficulty of relating to some of the students and a few problems with some faculty members. The atmosphere of the SCOOP office was one of intense involvement and interest in the students.

SCOOP obtained a van in 1974 from TRC; the van serves both the Northeast and South Campuses, as does the entire program of supportive services. Transportation of students has presented some problems because of the size of the community and because the one van is used for both campuses. Other support services include interpreters, notetakers, readers, personal aides, special counseling and pre-registration.

The South Campus was also visited. Elizabeth Davis is Teacher Assistant on that campus, and TRC provides a courtesy counselor for its clients. The South Campus program was not as impressive as the Northeast program. The South Campus serves 26 students, has access to media equipment, tutorial and learning laboratory services and reader services. Mrs. Davis was unable to answer many questions since she was a new member on the staff and was not well acquainted with the program functions.

D. Lee College, Baytown, Texas

On April 30, 1975, a member of the professional counseling staff at McLennan Community College and the Project Director visited Lee College and their Program for Hearing Impaired Students. The program was begun two years ago; is funded by the Texas Rehabilitation Commission; and has about 50 clients enrolled.

The staff includes a TRC counselor, an interpreter-coordinator, six full-time and several part-time interpreters, a social adjustment counselor, who is hearing impaired, and a secretary. Services include interpreters, notetakers, vocational counseling and testing, social adjustment counseling, tutoring, a language development class, social activities on and off campus, off-campus group housing, media equipment and pre-registration.

An integrated English class, a special class for the deaf in language development and integrated classes in printing, drafting and radio-TV repair were visited. Special classes are offered in remedial math, but on different days than the visit. No instructors were averse to having deaf students in their classes; but there were some problems with language, especially in the students ability to learn and comprehend technical terms. Interpreters attended classes with all of the hearing impaired students, but were unfamiliar with technical terms and unable to properly explain their meanings to the students. Many of the students will actually graduate as assistant technicians rather than full technicians because of these problems.

The majority of the students are enrolled in technical-vocational programs, and each summer a six-week evaluation program is attended by new students. The students receive campus orientation and spend two-three days in each vocational program in order to become familiar with the machinery, equipment and material, as well as investigating the functions of the particular occupations. At the end of the six weeks, a student must choose a program and enroll in it.

A video tape of Deaf Awareness Day on campus was viewed, which included a delightful talent show by deaf students.

The atmosphere of the program was one of involvement and interest by the staff, and the rapport between staff and students was obvious on all levels.

E. Eastfield College, Dallas Community College District

Eastfield College has a program for the deaf which provides interpreter and notetaker services for about 40 students which was visited by the MCC Project Director on June 20, 1975.

The program is directed by Miss Ward, who coordinates services on the four Dallas County Community College campuses.

Due to grant stipulations, the program only provides services for the deaf, although a new proposal is being submitted to the Texas Rehabilitation Agency (funding agency) for expansion into a full services program beginning fall, 1975.

An English instructor on campus developed a language learning class for the deaf students, and it is considered extremely successful.

The new proposal includes a coordinator to provide services on each campus. The number of other physically limited students has not been determined, but it is known there are several on each campus.

Miss Ward is optimistic about the future of the program.

II. Survey of "Status Quo" in Texas Post-Secondary Institutions

A brief survey form was sent to the Dean of Student Services in late April, 1975, of 120 post-secondary institutions (two year and four year) in Texas to gain a "feel" as to the institution's cognizance of handicapped students and "who was doing what for whom." This survey activity was not a part of the original project proposal.

Responses were received from 73 of the 120 post-secondary institutions surveyed, a survey return of 60.8%. Only one survey form was sent to each institution. No additional follow-up or contact was attempted.

About one-half of the respondent institutions indicated that they had no individualized supportive services available and yet some of these listed some services available on their campus. The remaining one-half of the institutions stated that they had individualized supportive services; but many of these offered few services; and the services offered were the same as those offered to all students, e.g., pre-registration. Few indicated well-developed programs.

The comments made indicated a great interest in expanding individualized services to the handicapped and a realization that much more could and should be done. Evidence indicated several institutions are developing programs of supportive services and programs to minimize physical and architectural barriers. Special publications outlining supportive services for the handicapped were received from the University of Texas at Arlington, the University of Houston, and Paris Junior College.

The following individualized supportive services were indicated as

being available (listed in rank order with the number of institutions being in parentheses):

Special parking (35)
Special counseling (34)
Pre-registration (29)
Job placement (22)
Adaptive physical education (21)
Tutorial services (21)
Reader services (19)
Mobility aides (18)
Personal/visual equipment (14)
Testing/evaluation (11)
Transportation (9)
Interpreters (6)
Note takers (5)
Socialization classes (4)
Special classes (4)
Social activities (1)

Sixty-four of the responding institutions estimated that they had 4,100 handicapped students enrolled during the spring semester of 1975. It was apparent that this type of information was not readily available on many campuses/the respondent did not know where to seek the information on campus. The respondents were even less able to identify the type and number of physical handicaps on their campuses.

Of the 4,100 handicapped students enrolled, some 70% were identified as receiving support from the Texas Rehabilitation Commission; 3.8% received support from the State Commission for the Blind; 17.8% were receiving VA Vocational Rehabilitation benefits; 8.4% received support from other sources.

III. Advisory Committee

An Advisory Committee consisting of community and College representatives was formed to assist in ascertaining the breadth and scope of individualized supportive services needed on campus; to assist in the identification and

recruitment of students; and to help inform the community about the program of services available.

The following persons agreed to serve on the Advisory Committee to the Support Services for the Physically Limited at McLennan Community College.

Director, Speech and Hearing Clinic
Baylor University, Waco, TX

Rehabilitation Counselor
Texas State Commission for the Blind
Waco, TX

Supervisor
Texas Rehabilitation Commission
Waco, TX

Executive Director
Goodwill Industries, Waco, TX

Supervisor, Counseling and Rehabilitation
VA Regional Office
Waco, TX

Program Coordinator, North Central Texas
Region Day School Program (deaf education)
Texas Education Agency
Waco, TX

State Representative
Lyndon Olson, Jr.

State Representative
Lane Denton

Director, Special Education
Waco Independent School District

Director, Mental Retardation
Waco-McLennan County Mental
Health-Mental Retardation Center

Director, Community Programming
Economic Opportunities Advancement Corp., Waco, TX

Director, Blind Clinic
Waco VA Hospital

County Judge
McLennan County

Director, Central Texas
Rehabilitation Center
Waco, TX

Director, Education Service
Center, Region XII
Waco, TX

Two MCC students

MCC Administrative Staff:

Dean of Instruction
Dean of Student Services
Dean, Technical Education
Director, Administrative Services

Coordinator, Support Services
for the Physically Limited

Vice-President, Program
Development

Two meetings of the Advisory Committee were held on April 4 and May 23. One meeting was devoted to a presentation by Joan Fernandes, Director of SCOOP (Service Center for Opportunities to Overcome Problems) at Tarrant County Junior College. She shared a slide-sound presentation and written materials

with the Committee.

The other meeting was devoted to explaining the purposes of the Supportive Services Program at McLennan Community College and receiving reactions/discussion from the group. Discussion centered around the need for student outreach, methods of identifying potential students, public awareness of the program and the role of the Advisory Committee. It was strongly suggested that a limited number of students be served initially so as to enhance the success of the program.

IV. Key Supportive Services for Physically Limited Students Potentially Available from Local Agencies

The following listings indicate the types and scope of supportive services available, particularly in the service area of McLennan Community College. Similar services would be available, in some form, in the service areas of other post-secondary area vocational schools within Texas. The names in parentheses indicate the person with whom the accuracy of this information was checked. The listings are not considered to be exhaustive or complete.

Texas Rehabilitation Commission
(Mr. Richard Jurek, Director)

TRC can provide the following services for their clients:

Diagnostic, medical, and psychological testing and care; aptitude and career testing, counseling, and evaluation; personal and social adjustment counseling; tuition, books, supplies, fees, monthly maintenance for personal and transportation needs, and specialized equipment. TRC counselors maintain contact with their clients to evaluate their program and ascertain their needs and job placement is available upon completion of training.

State Commission for the Blind
(Mr. F. B. Kimbell, Director)

State Commission for the Blind provides vocational counseling, testing, and evaluation; personal, psychological, and social adjustment counseling; independent living skills training; mobility training (cane travel); medical

diagnosis and care; transportation, reader service payment, tuition, books, supplies, and fees. Counselors remain in contact with the r clients and assist them with job placement upon completion of training.

Veterans Administration Regional Office
Vocational Rehabilitation Department
(Mr. McGraw, Vocational Rehabilitation Specialist)

The VA can provide the following services for service-connected disabilities:

Monthly allowance, vocational and psychological testing, counseling, and evaluation; special equipment, medical diagnosis and care; personal aides, clothing allowance, transportation, tuition, fees, books, supplies, and special restorative services, tutorial services for the nine months of school attendance. Non-service connected disabilities are entitled to evaluation; and both groups may receive up to 250 hours of college work study paid by the VA, if they are performing duties concerning other veterans. VA counselors maintain contact with their clients and obtain specialized services and equipment when requested.

Counselors from the above-named agencies have agreed to work closely with the Director of Support Services for the Physically Limited program to ensure the physically limited student is receiving the best services possible through coordinated services.

AGENCIES THAT CAN PROVIDE SERVICES ONLY:

Lighthouse for the Blind
(Mr. James Freeman, Director)

Referrals
Job training
Sheltered workshop
The Director is interested in the socialization of the blind and wants to be informed about any social activities.

Central Texas Rehabilitation Center
(Mrs. Betty Pettis, Director)

Physical, speech, and occupational therapy
Audiological testing and evaluation
Psychological and social evaluation and counseling
Socialization programs
Information regarding orthopedic equipment
Parent education programs
Referral to MCC Support Services for the Physically Limited program

Goodwill Industries, Inc.
(Mr. Al Garrett, Director)

Rehabilitation and employment
Work evaluation
Work adjustment training
Personal and social adjustment training
Referral to MCC Support Services for the Physically Limited program

Social Security Administration

Supplemental security income
Disability social security

Baylor University Speech and Hearing Clinic
(Dr. Gardner Gately, Director)

Audiological testing and evaluation
Total communication training
Speech therapy
Hearing aid assessment
Assistance in identifying interpreters trained in total communication

Neighborhood Centers of Economic Opportunities Advancement Corporation
(action agency) - (Mr. Oscar DuConge, Director)

Budgeting, housing, health care, nutrition, alcohol, and drug abuse
Counseling
Referral to and distribution of information about the MCC Support Services for the Physically Limited program

Information and Referral Service of Action Planning Council (United Way)
(Mrs. Barbara Dever, Director)

Distribution of information about MCC Support Services for the Physically Limited program
Referral to MCC Support Services for the Physically Limited program

Texas Employment Commission
(Mr. Marvin Wheat, Manager)

Job placement
Job counseling
Aptitude testing and evaluation
Referral to MCC Support Services for the Physically Limited program

Bi-County School for the Deaf (Waco)
(Mr. Reese, Principal)

Information on techniques, equipment, and material for deaf education
Referral to MCC Support Services for the Physically Limited program

Region XII Education Service Center
(Mr. Mack Mullins, Director)

Resource and research library
Materials and equipment for instruction of the handicapped
Visual transparencies for instruction
Films
Taped material

North Central Texas Region Day School Program (deaf), Texas Education Agency
(Mrs. Kitty Ferguson, Program Coordinator)

Reserved parking
Assistance with housing
Assistance coordinating transportation
Assisting with mainstreaming physically limited students into campus activities
Information on deaf education
Support for class in language development for the deaf
Referral to MCC Support Services for the Physically Limited program

Housing Authority of Waco
(Mr. Erwin, Executive Director)
(Mrs. Naylor, Administrative Assistant)

Low income housing
Referral to MCC Support Services for the Physically Limited program

March of Dimes
(Mrs. Beverly Jacobs, Director)

Purchase of orthopedic equipment
(Normally for children, but exceptions are made)

American Red Cross
(Mrs. Fulmer, Director of Safety Services)
(Miss Susan Svetlik, Coordinator of Volunteer Services)

Assistance in training instructor and aides in handicapped swimming techniques, canoeing, and sailing
Blood bank
Veterans Emergency Fund
Civilian Emergency Aid
Transportation by appointment
Referral to MCC SSPL program

Texas Department of Public Welfare
(Mrs. Harringer)

Homemaker service
Attendant care service
Food stamps
Referral to MCC SSPL program

Inter-Agency Transportation, Inner-City Ministry
(Mr. Sam Mohundro, Director)

Transportation to medical care, shopping, etc.
Referral to MCC SSPL program

Home Health Visiting Nurses (in-home), Waco-McLennan County Health Department

Skilled nursing
Physical therapy
Speech therapy
Homemaker-home health aid

Waco-McLennan County Mental Health-Mental Retardation Center
(Dr. William Pannabacker, Psychologist)

Psychiatric services
Testing, counseling, evaluation program, and medication
Alcohol and drug abuse counseling, alcohol program for women, half-way house for alcoholics

Waco Independent School District - Special Education Department
(Mrs. Reba King, Director)

Information on special education teaching equipment
Referral to MCC SSPL program

Kirk-Wilson (special education school), WISD
(Mrs. Sylvia Shipp, Principal)

Referral to MCC Support Services for the Physically Limited program
(physically handicapped students only)

McLennan Community College Student Services

Office of Veteran Affairs
(Ron Smith, Director)

Information and assistance for veterans and dependents in filling out federal forms, obtaining VA benefits, admission to the College, obtaining a tutor, and counseling

Office of Financial Aids
(Emory DeBose, Director)

Information and assistance with financial aid forms and types of financial aid available for which the student may be eligible

Placement Office

Assisting physically handicapped students in finding suitable employment on-campus and in the community

Office of Counseling and Testing
(Mr. Keith Geisler, Director)

Special counseling for physically limited students; coordinating activities with Director of Support Services

Office of Registrar
(Mr. Willie Hobbs, Asst. Dean of Student Services/Registrar)

Pre-registration for severely limited students

Office of Health Services
(Mrs. Blanche Willis, Director)

Information on developing and maintaining good health care; assistance with physical problems that may arise while students are on campus; keeping duplicate medication in office to be administered as the physician prescribed; knowledge of physically limited students' condition and medical situations that may arise.

MCC Staff and Faculty

All MCC personnel should develop and maintain an open, friendly, and informative attitude toward all physically limited students to facilitate positive attitudinal and psychological awareness of their problems.

V. Identification of Psychological and Physical/Architectural Barriers on Campus

Phase I of this project calls for the identification, and Phase II proposes the development and implementation of a program to minimize the identified physical and psychological barriers on campus.

A. Psychological Barriers - Three students and three former students of McLennan Community College were interviewed. Their general opinion was that most of the staff, faculty and students accepted them without reservations. They felt that all elements of the campus were very helpful and felt that there were few, if any, psychological or attitudinal barriers.

Two of these students were blind, two were cerebral palsied (one used crutches and the other a three-wheeled bicycle), one was an amputee (canes), and the other was paraplegic (wheelchair).

B. Physical Barriers - Senate Bill No. 111, Sixty-first Legislature, State of Texas (as amended by HB 1319-62nd Legislature and SB 613-63rd Legislature) indicates the specifications and standards that apply to all buildings and facilities used by the public whether constructed in whole or in part by the use of state, county, or municipal funds, or the funds of any political subdivision of the state after January 1, 1972 (construction involving federal funds is included if in accord with prevailing federal law).

SB 111 incorporates the specifications established in 1961 by the American National Standards Institute, Incorporated as guidelines. Accessibility requirements in all federally constructed, owned and operated buildings, are contained in Public Law 90-480 (1968) which also incorporates portions of the American National Standards.

The State Building Commission, 1028 Stephen F. Austin State Office Building, P. O. Box 12427, Austin, Texas 78711, telephone 512-475-2941, has the primary responsibility for the administration and enforcement of SB 111. The SBC has been most helpful to this supportive services project and McLennan Community College by providing copies of SB 111, by sending their inspectors at the request of McLennan Community College to help determine and identify on-campus physical barriers and by providing the sketches and materials included in Appendix B.

Members of the SBC staff are available for conference, project review, building inspection or any other service which might relate to the elimination of architectural barriers to the handicapped.

Two inspectors from the SBC made an inspection and evaluation of the buildings and grounds of McLennan Community College on April 8, 1975; and a written report of their findings has been received. The inspectors were found to be knowledgeable and practical as to their suggestions.

McLennan Community College is fortunate in that its initial campus was completed and occupied in 1969, so that its physical barriers are relatively minor in comparison to older institutions.

VI. Identification and Recruitment of Students

The various agencies and individuals in the community providing supportive services for the handicapped and the Advisory Committee were asked for information and advice as to viable procedures and activities to be used to identify and recruit potential students.

One of the suggestions implemented was the insertion of an advertisement in the local daily newspaper. An ad was inserted for eight days, Sunday through Sunday, in both morning and evening editions and eight contacts resulted. A copy of the advertisement is included in Appendix A of this report.

Another suggestion implemented was the printing of a brochure related to the initiation and implementation of the supportive services program--2,500 copies were printed and given wide distribution both on-campus and off-campus. A copy of the brochure is also included in Appendix A.

Several news releases related to the program have been carried by local/area newspapers. The Program Director has been on TV and radio talk shows to tell about the program, and she has made presentations to the Board of Trustees and faculty of McLennan Community College plus various community groups and individuals.

Officials of the Texas Rehabilitation Commission, State Commission for the Blind, Veterans Administration, local public schools, United Way agencies, and other agencies have been most helpful and supportive. An adequate number of physically limited students (15-20) to justify the implementation of the supportive services is projected for fall, 1975; and these initial students will be carefully screened and selected. The Advisory Committee feels that an initial small but carefully selected group of students will enhance the success of the program; and, therefore, one of the best modes of identifying and recruiting additional students.

VII. Type and Scope of Requisite Individualized Supportive Services

Each physical disability presents its own unique set of problems, so that support services will have to be designed to compensate for the physical and sensorial limitations of the individual through the utilization of special equipment, personal services and other specialized services.

A. Personal Services

Among the potential different types of personalized help required will be:

Mobility Aides
Cafeteria Aides
Restroom Aides
Note Takers and Transcribers

Tutors for all subjects
Counselors (educational, career, personal)

B. Individualized services will be required in areas such as:

Registration
Financial aid
Transportation problems
Housing information
Teacher problems
Job placement (part-time and full-time)
Legal aid

C. A compendium of local resources, people and agencies, should be developed to which reference can be made when the program is unable to provide the service required.

D. The specialized equipment required will again depend upon the specific individual, but among some of the more basic specialized orthopedic and multi-media equipment needed will be:

Electric wheelchairs, heavy duty, with special attachments
Small bus or van with lift and tie-downs for wheelchairs
Transfer board and lifts
Exercise cycles, pool lift, pool bars, exercise rails, shower chairs
Right and left hand typewriters
Perkins Brailler
Taping equipment, including:
- Cassette tape recorders
- Bulk tape eraser
- Head demagnetizer
- Speech compressor

Braille typewriter
Quad canes
Rainproof ponchos
Automatic page turner

E. Adaptive physical education classes need to be developed, e.g., swimming and physical exercises with a wide range of activities that include coordination, muscle strengthening, toning and new skills and recreational activities that include leisure time activities, social games and, possibly, team competition in wheelchair basketball.

F. A special designed course is needed to help orient the physically limited students to the campus and its services and also enhance the social integration of the students into the community beyond campus boundaries.

G. A taped library needs to be built with every text or library book needed to be read onto tape. This could become a resource for the entire community or tied into any existing community resource.

H. Convenient on-campus parking needs to be developed with the number of spaces varying from semester to semester contingent upon enrollment.

VIII. Other Activities

A. The Project Director attended a one-day workshop in Austin on June 26 conducted by the Employment Resources Section of the Texas Rehabilitation Commission entitled "Government Supervisor Training Program" for the purpose of orientation, as well as to ascertain whether the program can be adapted for in-service experiences for our faculty and staff.

B. The purpose of the workshop is to make supervisors positively aware, affectively and cognitively, of the potential of the handicapped employee. The program is evidently a good one in that studies of over 600 participants evidences an 85% positive affective change and 96% cognitive change in participants.

McLennan Community College will pursue the co-sponsoring with TRC of similar workshops in the Waco area and possible adaptation of its contents for staff in-service.

B. The Project Director attended the Texas Junior College Teacher Association in February and made some valuable contacts.

C. A presentation was made to the Second Annual Research Dissemination Conference held in Austin, Texas,on May 7-9, 1975, by the Project Director outlining the objectives and activities of the project.

The Director was also able to attend the first meeting of new board related to the Texas State School for the Deaf and to meet with the top Texas education official in charge of the special education area.

D. Contacts were made with local and State of Texas rehabilitation officials as to the feasibility of funds being received to purchase some of the specialized equipment needed for the supportive services program. An Innovation and Expansion grant for this purpose in the amount of $19,800 was received for the period of June 30, 1975-June 29, 1976, and will be matched by in-kind contribution of $2,200 from McLennan Community College.

IX. Progress and Prospect

All of the major objectives of Phase I were accomplished to an acceptable degree with the quality of the Advisory Committee recruited and appointed to the project being outstanding.

Activities and accomplishments of Phase I that were not outlined in the original project proposal were:

1. Receipt of a grant from the Texas Rehabilitation Commission to purchase specialized equipment needed to individualize this supportive services program.

2. Becoming aware of and attendance by the Project Director at a Texas Rehabilitation Commission's "State Employment of the Handicapped Government Supervisor Training Program."

3. Surveying the extent of individualized supportive services within Texas post-secondary institutions.

The activities, information and results of Phase I tend to again underline the thesis of this project: Supportive services need to be developed at post-secondary institutions, so that physically and sensorially limited adults may be enabled to explore and successfully pursue career-oriented training/educational programs; so that they may become productive, socially adjusted and relatively independent citizens in our society.

Phase II will emphasize the development and implementation of a program of individualized supportive services.

APPENDIX B

EVALUATION AND CERTIFICATION PROCEDURES

EVALUATION AND CERTIFICATION PROCEDURES

Article 678g, VACS

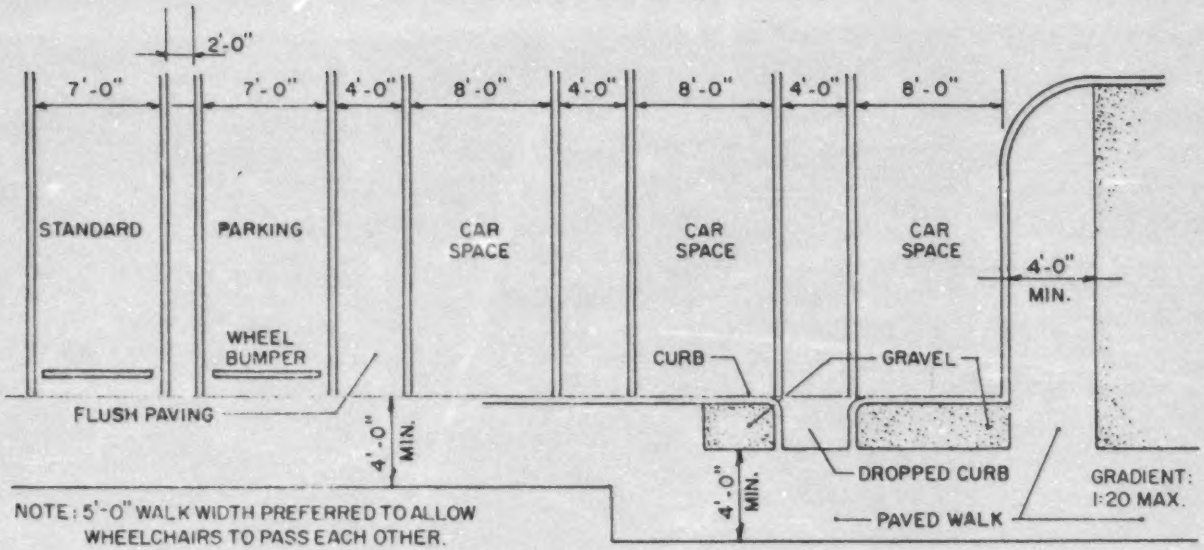
In order to assure barrier free public buildings in the State of Texas, the State Building Commission has established the following procedures and policies which should be followed by architects and building owners whenever a construction project is undertaken.

A. The initial step to certify buildings usable by the physically handicapped is for the public authority owning the project to submit to the State Building Commission: (1) Two copies of the "Certificate of Compliance," Form 102SBC911, as soon as compliance determination for each project can be made or (2) Two copies of "Request for Waiver," Form 103SBC911 for each project, which in the opinion of the public agency, unit or authority involved, should be excluded from compliance with certain provisions of the Law. Thorough justification must be shown on the waiver application. All documents must be executed by an employed representative of the public authority owning the building or facility.

B. After receipt and review of the applicable forms, the State Building Commission will notify the authority if the project can be accepted as presented or if additional modifications will be required. Qualifying the project for certification can usually be accomplished by mail; however, more expedient and beneficial results can be sometimes obtained by conferences between owners, architects and representatives of the State Building Commission.

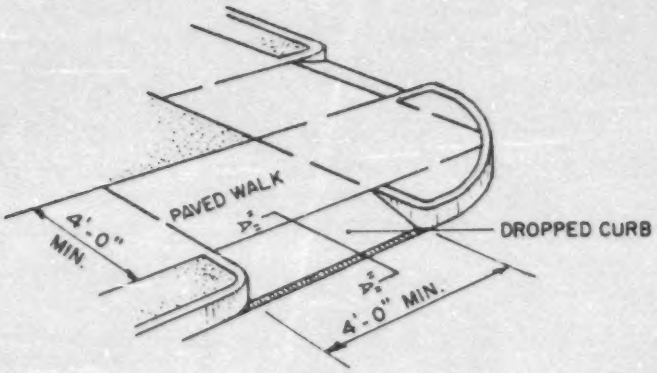
C. At the present time, submission of project plans or drawings is not required; however, it is a recommended procedure and one that eventually may become mandatory. It is also recommended that certification procedures commence during the planning stages in order to minimize modifications by change orders.

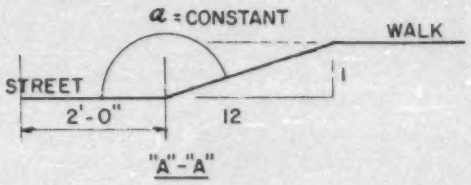
D. A physical inspection of the facilities is the final procedure of the State Building Commission to assure barrier free structures. It is our policy to conduct on-site inspections 10 to 30 days prior to the estimated completion date in order to allow enough time to make any minor adjustments that may be required. Certification will be granted upon completion of a satisfactory inspection relative to all applicable sections of the statute which are not waived.



NOTE: 5'-0" WALK WIDTH PREFERRED TO ALLOW WHEELCHAIRS TO PASS EACH OTHER.

FOR GRATINGS, SECTION II SITE DEVELOPMENT





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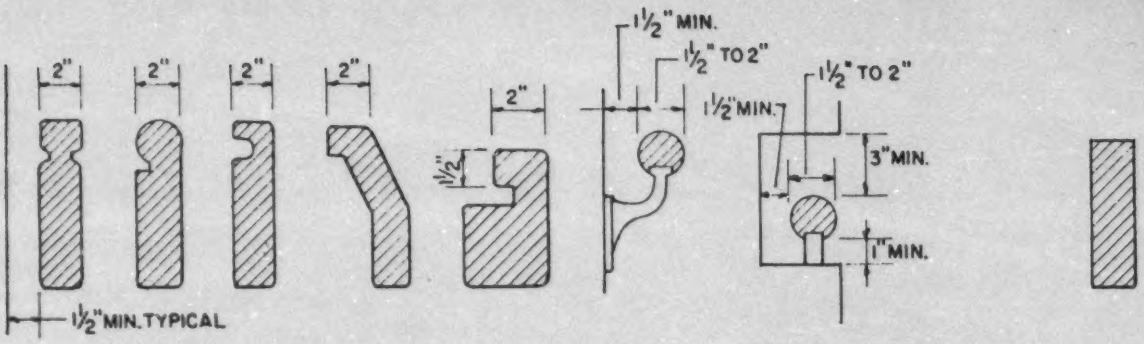
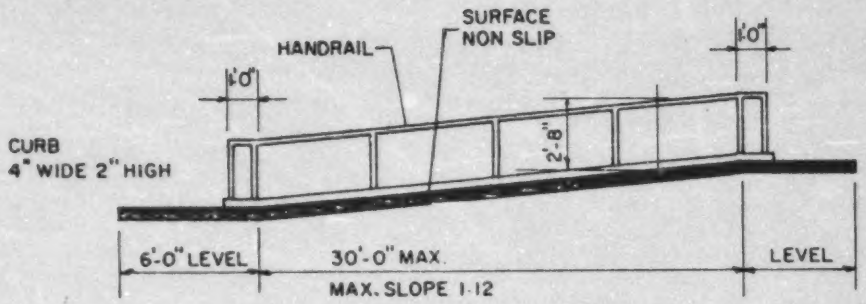


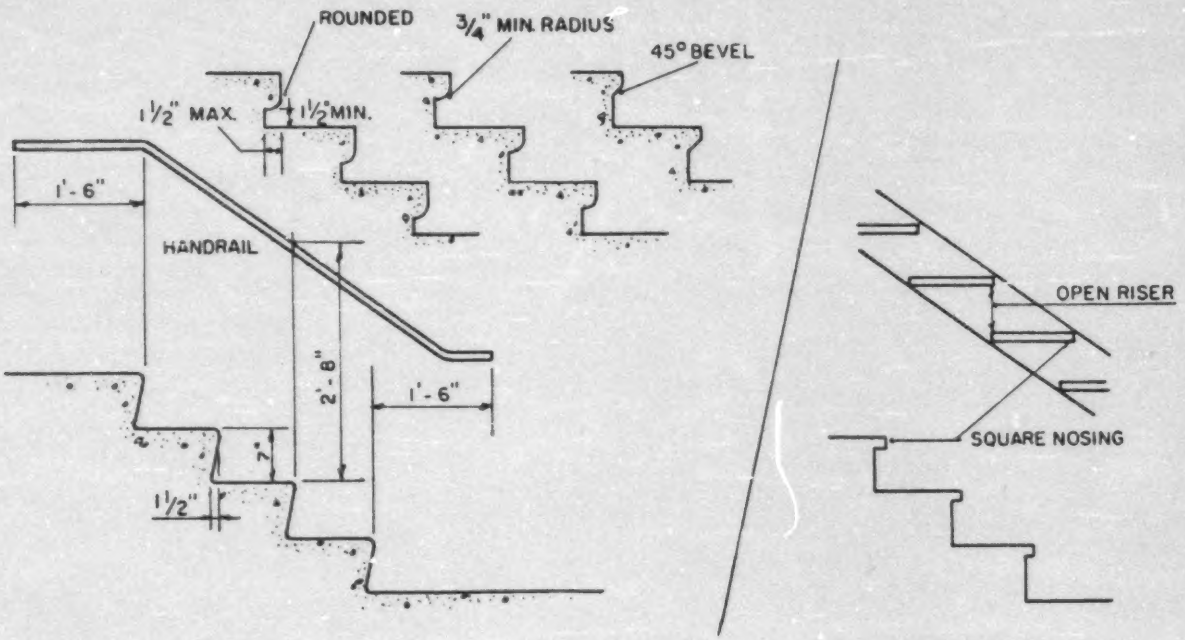
ACCEPTABLE TYPES OF HANDRAILS – OTHER EASY TO GRIP TYPES ACCEPTABLE

UNACCEPTABLE
DIFFICULT TO GRIP

RAMP AND STAIR HANDRAILS



RAMPS WITH GRADIENT

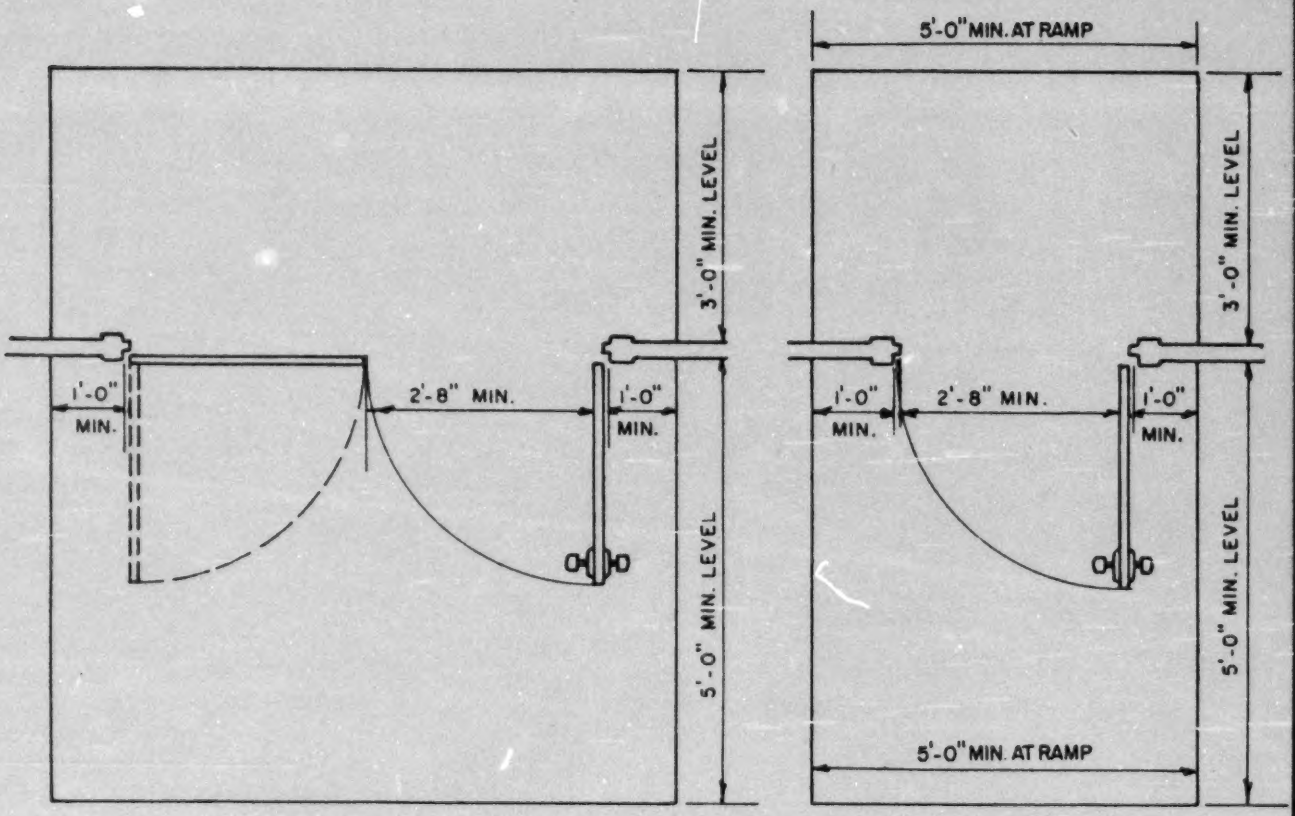


ACCEPTABLE

UNACCEPTABLE

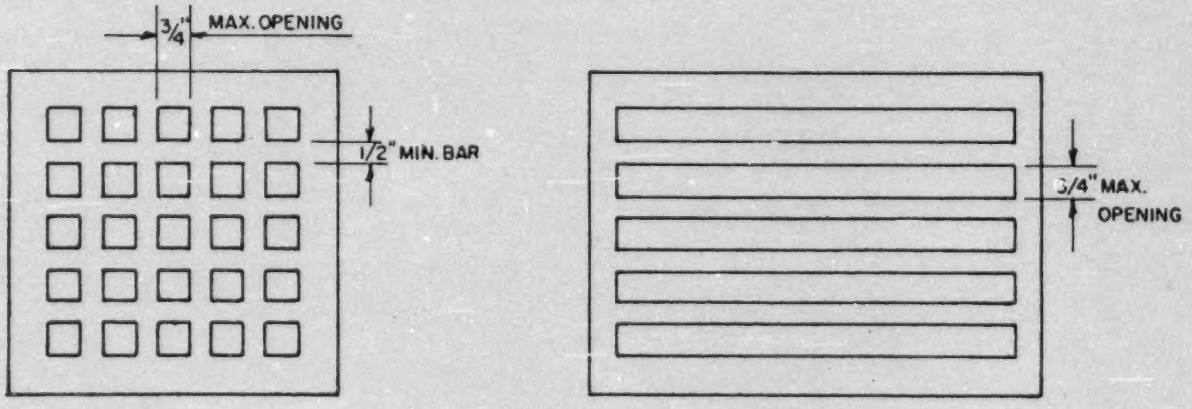
STAIRS

DRAWING No 2



DOUBLE DOOR

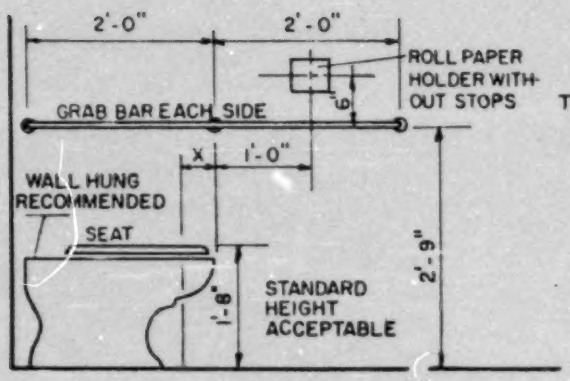
SINGLE DOOR



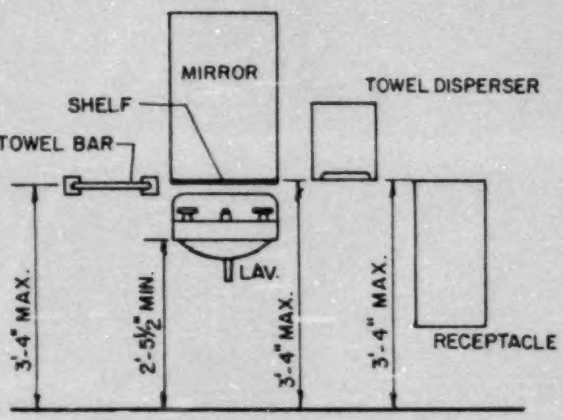
CAST TYPE

PARALLEL BARS

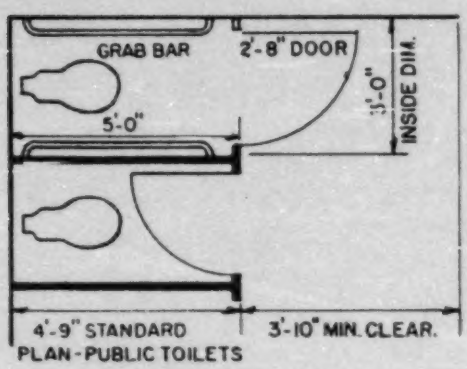
GRATINGS (AVOID GRATINGS IN PEDESTRIAN AREAS WHERE POSSIBLE)



ELEVATION (X AS GREAT AS POSSIBLE)

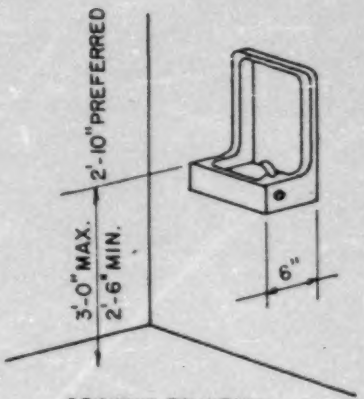


ELEVATION
NOTE: URINAL MOUNTING HEIGHT OPTIONAL

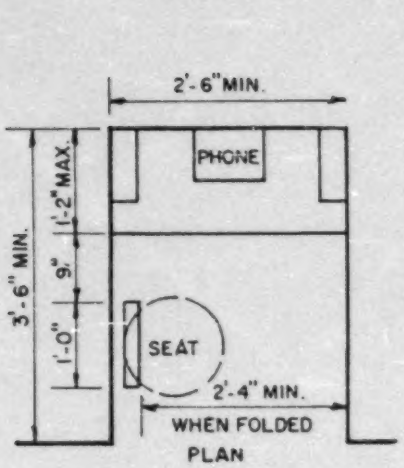


PLAN - PUBLIC TOILETS

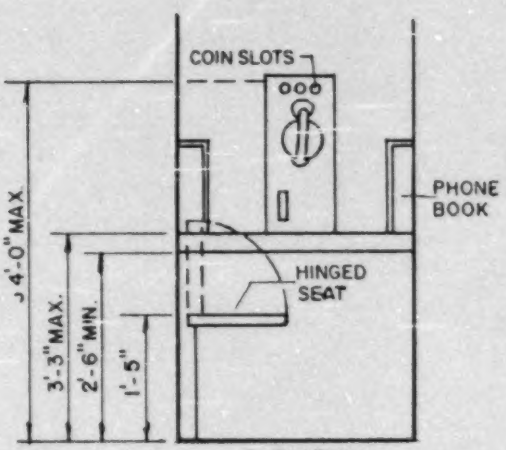
GRAB BAR



DRINKING FOUNTAIN



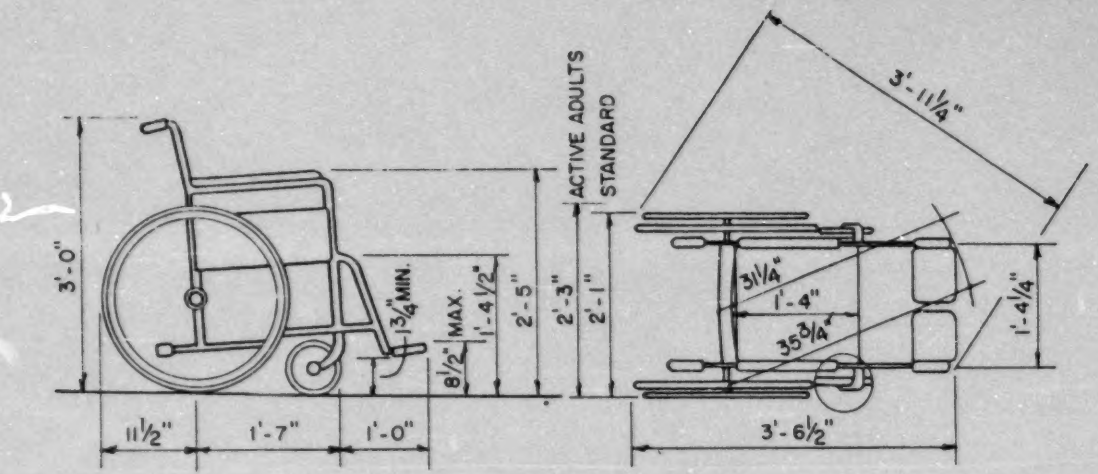
PLAN



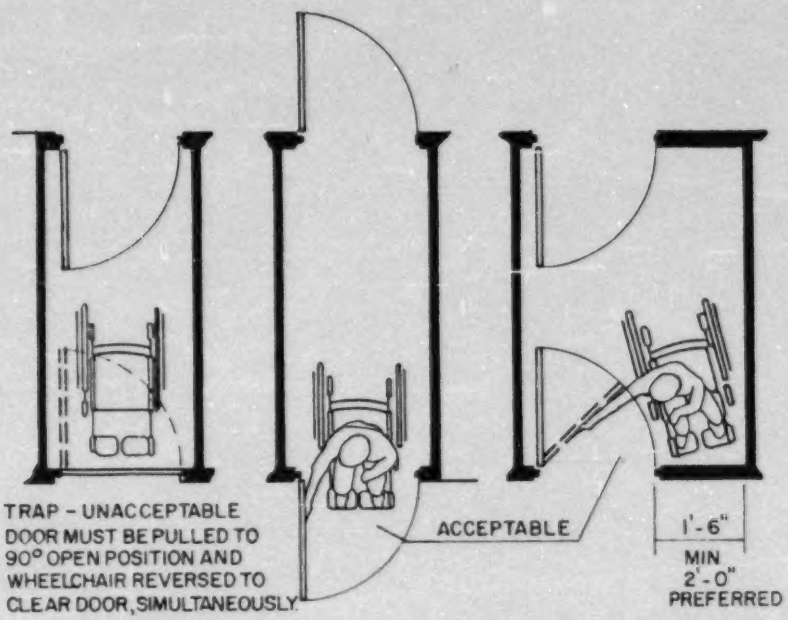
ELEVATION

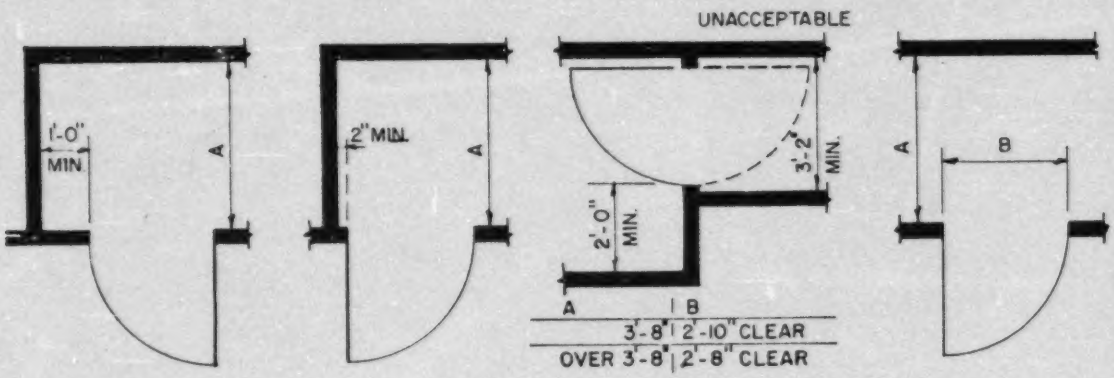
PUBLIC TELEPHONES

DRAWING No. 4



STANDARD WHEELCHAIR DIMENSIONS





PLANNING RESTRICTED SPACES

DRAWING No. 5

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